

ORGANIZATIONAL STRUCTURE AND TEACHER EFFECTIVENESS IN PUBLIC JUNIOR SECONDARY SCHOOLS IN RIVERS STATE.

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ABSTRACT

The main aim of this study was examined the influence of organizational structure and teacher effectiveness in public junior secondary schools in Rivers State. Descriptive survey research designed was used for this study. This study was carried out in Rivers State. The population of this study was 203 business studies teachers in public junior secondary schools. The study adopted census sampling technique since the population is of manageable size. The instrument was validated by three experts, two from the Department of Business Education and one from Measurement and Evaluation in Ignatius Ajuru University of Education for face and contents validations. The reliability of the instrument was determined using test retest method which yielded reliability indices of 0.83 and 0.84 respectively. Mean and standard deviation were used to answer the research questions while pearson product moment correlation was used to test the hypotheses at 0.05 level of significance. The findings revealed that, the respondents agreed, that there is moderate relationship between organizational structure and teacher effectiveness among business studies teachers in public junior secondary schools in Rivers State. It was therefore recommended among others that effort should be made for the establishing good working environment such as the provision of good physical facilities, improve working policies and good welfare for workers in order to enhance their teaching in public junior secondary schools in Rivers State.

Keywords: Organisational Structure, Teacher effectiveness, Physical Facilities

INTRODUCTION

To improve productivity and performance of an organization or institution, managers and administrators should understand the human resources, attitude and behaviors of the workforce. Organizational effectiveness can be one of many aspects that can be studied in order to measure workforce attachment to an organization within a certain climate. Nowadays, organizations and institutions tend to create comfortable atmosphere and suitable working environment to enhance performance, increases effectiveness, increase job satisfaction, decrease employees' turnover and absenteeism and to improve workers' involvement and attachment to the organization as a whole entity. Litwin and Stringer were the first to define organisational climate in 1968. They defined organizational climate as a comprehensive impression of one's organization and individual influence on the working environment, which in turns impacts the individual's behavior and work related attitudes. Many organisations ignore organisational climate, therefore, employees' work effectiveness might be very low. The organisational climate namely constitutes the way individuals in an organisation perceive and characterise their environment in an attitudinal and value-based manner. Perceptions may, for example, include notions of cooperation, leadership support, trust, fairness, friendliness, conflicts, performance standards and commitment (Cyglar et al., 2018; Kostić-Bobanović & Bobanović, 2013; Saeed et al., 2019; Viitala et al., 2015). Steinke et al. (2015) argue that organisational climates reflect employees' perceptions of the policies, practices and procedures that are expected, supported and rewarded in regard to the human resources of the organisation. Also, Ahmad et al. (2018) and Sroka and Szántó (2018) summarise that organisational climate is regarded as a meaningful component with significant implications in human resource management and organisational behaviour. Therefore, regardless of the size of organisation, it is important that organisation build an excellent relationship with its employees.

According to Hamidianpour et al. (2015) organisational climate has positive and significant impact on employee's creativity. Organizational climate may be utilized as a management technique to endow managers, administrators and principals with discerning insights into how their own employees view their organization. Education is the bed rock of development for every nation. It plays an important role in ensuring that people are empowered to self employed as well as brings about economic, social and political stability of that country. This according to the Nigerian policy on education (2004) is the main reason for the social and economic mobility. Hence providing adequate education is the priority of every country. While some countries provide free education at the foundation and basic levels (Primary and Secondary), some countries provide free education even at the tertiary level. Education, whether in its formal (within the four walls of a school) or informal (outside classroom settings) form, is that which dispels ignorance and enlightens people. It is erroneous to think that only those who went to school, i.e. acquired formal education are educated. An educated person is one whose eyes have been opened to rational ways of solving his or her own problems and someone whose mind has been freed from the holds of myths and superstitious beliefs. Generally, The Federal Government of Nigeria, National Policy on Education is regarded by experts to be the policy thrust upon which the primary, secondary and tertiary levels of education are rooted in Nigeria. Teachers, whether in private or public schools, are saddled with the responsibility of performing the basic roles under a conducive and harmonious organisational climate. Suffice it to say that this is why the National Policy on Education provides a watershed upon which the primary, secondary and tertiary levels of education are rooted. As important as education is to the citizens in Nigeria it is strangled by so many challenges that prevents the equal and quality spread to all (Sani & Ali, 2019). This is to say that such challenges can only be evaded when the organisational or school climate is conducive for teaching and learning. Notwithstanding these challenges, the education system in Nigeria aims at inculcating a spirit of self-reliance, industry, versatility, and self discipline in youth; equipping students to live successfully in our modern age of science and technology; and developing and projecting Nigerian culture, art and language as well as the world's cultural heritage (FGN, NPE 2004). Thus, the implication of school climate for teaching effectiveness, most especially in public secondary schools in Rivers State, could originate from factors such as classroom ecology, school culture, administrative leadership style, physical facilities and the nature of the environment. Unfortunately the organizational climate for most public schools does not promote effective teaching.

Objective

1. Ascertain the relationship between organizational structure and teacher effectiveness of business studies teachers in public junior secondary schools in Rivers State

Research Question

1. What is the relationship between organizational structure and teacher effectiveness of business studies teachers in public junior secondary schools in Rivers State

Hypothesis

1. There is no significant relationship between organizational structure and teacher effectiveness of business studies teachers in public junior secondary schools in Rivers State

Conceptual Review

Organizational Structure and Teacher Effectiveness of Business Studies Teachers

The structure of an organization is a significant dimension of organisational climate. Employee also perceives the structure of an organisation as being good structure or bad structure. Organizational structure is a powerful determinant of organizational behavior. In fact, many people believe decisions about organizational structure to be the central determinant of organizational behavior. Executives are constantly wrestling with whether or not to centralize or decentralize, for example, and how to structure the various functions in their firms. Despite what many executives seem to

think, there is much more to organizational design than just rearranging its structure. Organizational structure is the framework of reporting relationships in an organization. These relationships can usually be diagrammed in the form of an organization chart. The organization chart does not necessarily reflect actual reporting or decision-making relationships in an organization, so we can make a distinction between the formal and the informal structure.

Organizational structure is the framework of the relations on jobs, systems, operating process, physical facilities, people and groups making efforts to achieve the goals. Organizational structure is a set of methods dividing the task to determined duties and coordinates them (Monavarian, Asgari, & Ashna, 2007). Organizational structure is a method by which organizational activities are divided, organized and coordinated. The organizations create the structures to coordinate the activities of work factors and control the members' actions (Rezayian, 2005). Organizational structure refers to the models of internal relations of organization, power and relations and reporting, formal communication channels, responsibility and decision making delegation is clarified. Organizational structure should facilitate decision making, proper reaction to environment and conflict resolution between the units.

Two contrasting ideas of organizational structure are given by some scholars, namely 'organic' organizational structure and 'mechanic' organizational structure (Cosh et al., 2012). In mechanic organizational structure, authority and control are often centralized, and task standardization and specialization occur frequently. In contrast, in an organic organizational structure, a 'flatter' structure occurs. That is, the hierarchy consists of fewer levels, decision making is more frequently decentralized, and employees who are multifunctional, who work in systems where greater degrees of horizontal integration occur, are more widely found (Cosh et al., 2012).

Organizational structure can be affected by goals, strategy, environment, technology, organization size. These variables are key and content-based and indicate the entire organization and its position between the organization and environment. Content variables can be important as they show organization and the environment in which there are structural variables. Structural variables indicate internal features of an organization and present a basis by which the organizations can be measured and their structure features can be compared with each other. The content variables affect structural variables. Complexity, formality and centralization are important examples of content variables. Content variables affect structural variables and by their combination, different types of structural designers are created (Parsian & Arabi, 2012).

Measures of Teacher Effectiveness

This study has given attention to the effectiveness of the teacher and therefore wishes to give consideration to those measures of teacher effectiveness. In the study of Bonke et al. (2011), a process measure of teachers' effectiveness was used, namely the ratings of the School Administrators (Principals, Vice-Principals and Heads of Departments). A significant relationship was thus found between teachers' effectiveness and student's performance. An effective teacher is the one who possesses such characteristics as impartiality, firmness in decision making, possession of adequate knowledge of his subject, of good personality and a role model to the students. The measure of teacher effectiveness in this as proposed by the researcher includes; work productivity, innovativeness, personal development, subject mastering and personality disposition.

a) Work Productivity

Work productivity is an important concept which management of institutions uses in its quest for growth and development. It has received significant attention from organizations due to its relevance in organizational success. Teacher work productivity is vital for the growth of the school given the fact that teachers are the most valuable asset of the school. It has been the concern of every management of an institution to improve the level of productivity of its workers in order to meet several organizational objectives. This has become imperative because higher level of work productivity provides the organizations a comparative advantage.

To increase organizational productivity, it needs serious attention to the work productivity of organizational members. Researcher Sultana Mahbuba (2013) in Khan & Abdullah (2019), based on his research results, concluded that members' work productivity dramatically determines the success or failure of an organization. In Sutikno (2011), Gilmore states that work productivity is the power or ability of an individual to produce more creative, generative output that generates benefits and benefits. It means, to increase school productivity, the work productivity of educators and educational personnel also need to be increased. Teachers as professional and functional staff, responsible for carrying out the school's primary duties and functions, namely implementing education and learning services for students, have the most significant contribution to realizing school productivity. Students' success in the education and learning process will be determined by their teachers' work productivity, as stated by Etomes & Molua (2019). Furthermore, Nwosu (2017) in Etomes & Molua (2019) states that teacher work productivity is a determinant of success. Sharma and Sharma (2014) stated that work productivity leads to favourable growth, large profitability and better social progress. Moreover, higher productivity tends to maximize organizational competitive advantage through cost reductions and improvement in high quality of output (Hill et al., 2014). All of these benefits have made work productivity worthy of attention. Teachers' work productivity is perceived as the level at which the teacher executes his/her professional expectation in the classroom (Hill et al., 2014). Productivity is a rather straightforward indicator. It describes the relationship between output and the inputs that are required to generate that output. Despite its apparent simplicity, several problems arise when measuring productivity.

Innovativeness

According to Ayeni (2011), teaching is a continuous process that involves bringing about new and innovative ideas that leads to desirable changes in learners. Innovativeness is an essential part of a teacher's duty. This is coming from the backdrop of the poor methodology of teaching in most schools in the developing world. Innovativeness in educational systems is vital to improving the school's efficiency and productivity in the 21st century. The implementation of innovation in education will ensure that the existing educational system will produce skilled and knowledgeable students to fulfill existing and future industrial needs. According to OECD (2010), problem-solving, knowledge building, collaboration, expert engagement, self-regulation, and the application of technologies are the learning outcomes of 21st-century education. Lecturers, teachers, researchers, administrators, and policymakers are all required to improve the teaching and learning philosophy and practice, or other aspects involved in the process of teaching and learning to ensure that the student meets the quality of life and work.

In an organizational setting, Innovativeness reflects the organizations tendency to engage in and support new ideas, uniqueness, experimentation and creative processes that may result in new product, services or technological process (OECD, 2016). They further noted that "innovativeness refers to the process of bringing any new problem solving idea into use, which involves generation, acceptance and implementation of new ideas and processes. Innovativeness is linked to creativity which is seen as the ability to produce work that is both novel (i.e. original, unexpected) and appropriate (useful, adaptive concerning task constraints).

According to OECD (2016), this innovativeness can be applied in the educational sector with a small modification. Thus, OECD (2016) defined innovativeness in education as the introduction of an improved or new process, products, services, new ways of managing activities, or new marketing approaches. The concept of innovativeness is applied in different fields such educational, social, scientific and technological, economics, administrative, and other facets of life.

b) Professional Development

Chapman (2012) defined professional development as the process by which teachers review, renew and extend their commitment as change agents to the moral purposes of teaching.

Professional development is the outcome of multiple 'specific changes' accrued through teacher learning. The definition of Evans (2011) of professional development also includes time as a dimension, in that it is 'the process whereby people's professionalism may be considered to be enhanced, with a degree of permanence that exceeds transitoriness. Through daily engagement in practice, professional development occurs in both – through the accumulation of experiences adding to the comprehensive sub-component of intellectual development. There is broad agreement that a wide range of activities can lead to professional development in individuals, from reflection to conversations and storytelling, peer-coaching and the daily engagement with the job at hand (Zwart et al. 2007; Ball 2009). However, there is a lack of research into and understanding of how professional development occurs in individuals, while at work through interactions with more experienced practitioners.

Professional development refers to continuing education and career training after a person has entered the workforce in order to help them develop new skills, stay up-to-date on current trends, and advance their career. Many fields require professionals to participate in continuing education and ongoing learning, sometimes as a prerequisite for keeping their job or to maintain their license, designation, or certification. In these cases, the field likely has specific continuing education (CE) or continuing professional education (CPE) [requirements](#) which must be completed through an [approved continuing education provider](#). Beyond continuing education, professional development can refer to many different types of relevant educational or training opportunities relevant to the professional's work. Even when not required, many professionals who want to excel in their career will voluntarily seek out professional development and learning opportunities.

Behavioral Theories

This theory was propounded by Kurt Lewin in 1930. The behavioral theories focus on how leaders behave. For instance, do leaders dictate what needs to be done and expect cooperation? Or do they involve their teams in decision-making to encourage acceptance and support? In the 1930s, Kurt Lewin developed a [framework](#) based on a leader's behavior. He argued that there are three types of leaders.

- 1) **Autocratic leaders** who make decisions without consulting their teams. This style of leadership is considered appropriate when decisions need to be made quickly, when there's no need for input, and when team agreement isn't necessary for a successful outcome
- 2) **Democratic leaders** who allow the team to provide input before making a decision, although the degree of input can vary from leader to leader. This style is important when team agreement matters, but it can be difficult to manage when there are lots of different perspectives and ideas
- 3) **Laissez-faire leaders** who don't interfere; they allow people within the team to make many of the decisions. This works well when the team is highly capable, is motivated, and doesn't need close supervision. However, this behavior can arise because the leader is lazy or distracted; and this is where this style of leadership can fail

Clearly, how leaders behave affects their performance. Researchers have realized, though, that many of these leadership behaviors are appropriate at different times. The best leaders are those who can use many different behavioral styles, and choose the right style for each situation.

METHODOLOGY

The population of the study consists of 203 business studies teachers in public junior secondary schools in Rivers State. These include; Port Harcourt public junior secondary schools, Ogu/Bolo public junior secondary schools, Okrika, Ikwerre public junior secondary schools and Ahoada East Local government public junior secondary schools. The sample for the study comprises 203 business studies teachers in public junior secondary schools in Rivers State. The study adopted a census sampling technique since the population is of a manageable size. Questionnaire was the

major instrument for data collection. Mean and Standard Deviation and Pearson Product Moment Correlation Coefficient (PPMCC) were used to answer the research question while Pearson Product Moment Correlation (PPMC) was used to test the hypothesis at 0.05 level of significance with the aid of statistical product for service solution (SPSS) software version (25).

RESULT

Hypothesis one: There is no significant relationship between organizational structure and teacher effectiveness of business studies in public junior secondary schools in Rivers State

Table 1: Pearson Product Moment Correlation Analysis of the Relationship between Organizational Structure and Teacher Effectiveness of Business Studies in Public Junior Secondary Schools in Rivers State

Variables		Organizational Structure	Teacher Effectiveness of Business Studies
Organizational Structure	Pearson correlation	1	.89**
	Sig (2-tailed)	.001	
	Mean	3.44	3.10
	Standard deviation	2.03	2.01
	N	188	188
Teacher Effectiveness of Business Studies	Pearson correlation	.89**	1
	Sig (2-tailed)	.001	
	N	188	188

Source: Field Data, (2022) **correlation is significant at 0.05 level (2-tailed)

The Pearson Product Moment Correlation Coefficient (PPMCC) analysis shows positive relationship between the two variables as ($r = .89^{**}$, $n = 86$, $0.001 < 0.05$) with very strong relationship organizational structure and teacher effectiveness of business studies in public junior secondary schools in Rivers State. This indicates that there is strong and positive relationship between organizational structure and teacher effectiveness of business studies in public junior secondary schools in Rivers State. This means that organizational structures are associated with teacher effectiveness of business studies in public junior secondary schools in Rivers State. Therefore, the hypothesis is rejected while the alternative hypothesis is accepted. By this implication it showed that there is significant relationship between organizational structure and teacher effectiveness of business studies in public junior secondary schools in Rivers State.

Organizational Structure and Teacher Effectiveness of Business Studies in Public Junior Secondary Schools in Rivers State

The study revealed that there was a significant effect of organizational structure on teacher professional development in public junior secondary schools in rivers state. This was validated by the fact that Organizational structures help businesses make sure that all of the tasks necessary for profitable operations get assigned to the right people. They also guide employees, from staff members to executives, to understand their roles in the company, who they report to and who they oversee. Organizational structures also explain how different departments need to work with and support each other. Understanding the impact of organizational structure on employees will help in creating the right structure for institutions and organizations.

The findings of this study are in line with that of Saeed and Rafique (2014) who investigated the impact of organizational structure on employee creativity. Look at the 3 elements of organizational structure namely centralization; formalization and work specialization. According to them. If the organization is highly centralized it will lead to a strong decrease in creativity of employees as the employees will get a less chance to take creative or development initiatives. The structure of the organizations is very essential for the overall development of the teachers because it could either

leads to the motivation for the workers or discourage efforts. The finding is also in line with the findings of Funminiyi (2018) who studied the Impact of Organizational Structure on Employee engagement in North Central Nigeria. The study was as survey design. The researchers used a sample of 196 management staff, supervisors and non-management staff of the selected manufacturing firms from Plateau state. The findings revealed that: there is significant positive relationship between decentralization system of control and employee growth standardization system of control positively affects employees' efficiency. The study concluded that decentralization system of control is crucial to employees' development and general productivity; also enhance rapid delivery of employee services, to both the organization and customers. Organizational structure therefore remains a fundamental aspect to growth and development of any institution.

CONCLUSION

From the findings of the study, the conclusion is reached. From the analysis of data collected and interpreted, the study concluded that organizational structure significantly influence teacher effectiveness. In other words, it is necessary for the every school to build a good and reflective environment to help build and develop teachers. When the organization has a good and conducive working climate, it helps the employees to acquire the relevant skills, professionalism, work ethics and specialized knowledge for efficiency and effectiveness in their work place. despite the positive effects of good working climate.

RECOMMENDATIONS

Based on the findings of the research, the following recommendations were made

1. The findings from the study revealed that majority of principals in public schools empower their teachers more with classroom authority. The study therefore recommend that principals of these public schools should engage in Ward round activities while lessons are on. This will allow principals watch a teacher to ensure the teacher is doing the right thing.
2. Public schools should remunerate their teachers appropriately in order not to dampen their morale. They should strive to meet the social needs of their teachers as this may hinder their performance.
3. Findings from this study indicated that approval and recognition of teachers' contribution motivate them to work harder. This simply bothers on the leadership style employed by school principals and their motivational strategies. the study therefore recommends that the school should allow teachers take charge of their jobs and participate actively in the decision making process. This will give them a sense of belonging and hence increase their effectiveness.

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